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Intercollegiate Athlete Perceptions of Justice in Team Disciplinary Decisions

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INTERCOLLEGIATE ATHLETE PERCEPTIONS OF JUSTICE IN TEAM DISCIPLINARY DECISIONS

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INTERCOLLEGIATE ATHLETE PERCEPTIONS OF JUSTICE IN TEAM DISCIPLINARY DECISIONS

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CONTENTS

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Jared Diaz May 2017 44 Pages

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The present study examined justice perceptions of an intercollegiate athlete who was punished for a team rule violation outside of competition. This scenario study is a modified replication of Severs' (2009) study on justice perceptions of intercollegiate athletes; one additional factor, importance of the next competition, was examined in the current study. Perceptions of fairness and perceptions of likelihood of deterring future misconduct were examined using a factorial design with two levels of punishment severity (severe and moderate), two levels of misconduct severity (severe and moderate), two types of punishment distribution (consistent and conditional), and two types of game importance (exhibition and post-season). Consistently applying punishment had a highly significant effect on perceptions of fairness to the punished athlete and to teammates, and on the likelihood the punishment will deter future misconduct by the punished athlete and by teammates. Interactions, with small effects, indicated that the severity of the punishment should match the severity of the violation; that females more than males perceive conditional punishment as less fair; and that the importance of the next competition increases fairness perceptions of conditional punishment. Implications for practice are clear. Consistently apply team rules and punishment for violations of those rules is effective in creating perceptions of fairness of the punishment and deterring future misconduct.

Introduction

The terms discipline and punishment are often considered to have the same meaning. Discipline is the practice of training an individual or individuals to adhere to rules that are set for a specific cultural setting. These rules are set by the leaders of the organization. Who defines these rules depends on the organization and its culture. Discipline is the broader act of using punishment to train an individual or individuals to follow organizational rules (McAfee & Chadwin, 1981). Punishment is used to enforce the rules in an organizational disciplinary policy and is defined as the infliction of a specific aversive action as a consequence of the rule or rules that are disobeyed (Sims, 1980). Many factors influence the behavioral outcomes of punishment. Such factors include the culture of the organization, the organization's use of justice systems, and the individual characteristics of the punished individual. The current study will examine justice perceptions with regard to disciplinary actions involving intercollegiate athletes in a sports setting.

Organizational Justice

Organizational justice is important because it has a direct effect on the perceptions of the processes and outcomes of decision making in organizations (Colquitt, 2001). Correctly applying organizational justice is key to organizational success because organizational justice is the perception of moral propriety of how one is treated by the organization (Cropanzano, Bowen, & Gilliland, 2007). There are three types of organizational justice: distributive justice, procedural justice, and interactional justice. The different types of organizational justice promote different perceptions of fairness in organizations, which may be positive or negative depending on how well-developed each

type of justice system is in the organization. Organizational justice can take a descriptive or prescriptive approach. The descriptive approach is what is being observed or described; the prescriptive approach is what should happen (Cropanzano et al., 2007).

Procedural justice. Procedural justice is the perception of fairness of the overall process used to arrive at decisions and outcomes made in organizations. Cropanzano et al. (2007) indicated a just process is free of bias, is consistent, is ethical, has room for corrections, and is an accurate representation of the individuals involved. The overall perception of organizational fairness also is affected by how much opportunity individuals are given by leadership to provide input. This input is referred to as voice. Cropanzano et al. (2007) stated that one of the most important and influential components of procedural justice is voice. Voice is when the leader asks and gives individuals a chance to provide their input in the process of decision making in the company. Perceptions of procedural justice may influence systematic justice, affecting the organization as a whole. Thus, how procedural justice is perceived by individuals within an organization is an important factor in how the individual will view the organization overall, beyond decision making (Fryxell & Gordon, 1989).

Distributive justice. Distributive justice is the perception of outcome fairness in an organization. Distributive justice differs from procedural justice in that distributive justice focuses specifically on outcome fairness, whereas procedural is broader and focuses on the overall process of decision making in the organization. Distributive justice is derived from Equity Theory (Adams, 1965). Equity Theory is based on the idea that individuals appraise the fairness of a situation by comparing the ratio of their perceived

inputs and outcomes to a referent other in a similar situation (Walster, Berscheid, Walster, & Lanzetta, 1973).

In addition to Equity Theory, Cropanzano et al. (2007) stated that there are three allocation rules to distributive justice. These rules are equality, equity, and need. The equality rule stipulates outcomes are distributed equally among employees; everyone gets the same no matter what they do for the company. The equity rule refers to outcomes that are based on merit and performance. The need rule refers to an allocation where the welfare of each individual determines the distribution of company rewards (Beugre & Baron, 2001). Beugre and Baron noted that equity will be present in companies where economic productivity is a primary goal; the equality rule will be dominant in a company where fostering and maintaining enjoyable social relations is the primary goal; and the need rule will be dominant in a company where fostering personal development and personal welfare is the primary goal.

Interactional justice. Interactional justice is treatment fairness in an organization. Interactional justice is defined as the demeanor with which decisions in the organization are made and implemented (Beugre & Baron, 2001). Interactional justice consists of two parts, interpersonal justice and informational justice. Interpersonal justice refers to the extent to which individuals are treated in a courteous and respectful manner; informational justice refers to how adequately and clearly information is provided to individuals about how decisions are made in the organization (Cropanzano et al., 2007).

Discipline and Punishment

Discipline. Discipline is the practice of training people to obey rules or a code of conduct by using punishment to correct disobedience. A disciplinary system or policy

consists of three major interrelated components, the design of the disciplinary system/policy, information dissemination, and implementation (McAfee & Chadwin, 1981). The way organizations develop their disciplinary system/policy depends on the type of organization and the leaders in the organization. Information dissemination can happen through two types of communication, oral and written. Whether oral or written, communication can happen in several ways such as training, orientation, organization handbooks, posted rules, etc. The final component of implementation has many factors that stem directly from the organizational justice system and the demeanor of the organization (McAfee & Chadwin, 1981). Now that discipline has been defined as a construct, I will describe the tool disciplinary policies use to enforce the rules, punishment.

Punishment. Punishment is commonly defined as the application of a penalty as a consequence for breaking a rule. In addition, Sims (1980) stated that punishment is defined as how the leader presents aversive outcomes to eliminate undesired behavior and to elicit desired behavior, and Seifried (2008) indicated that punishment can be used as an effective treatment when a coach wants to change a behavior of athletes to achieve an objective. Disciplinary policies are only as good as the punishment given as a consequence for the undesired behavior displayed. For example, on an athletic team, if a coach gives a player community service for being late to practice, but only makes the player run stadiums for getting arrested, the organizations' disciplinary policy is flawed. An effective punishment is one that has a severity level equivalent to the severity of the rule broken (Sims, 1980).

Similar to Sims' (1980) findings on punishment, Arvey and Ivancevich (1980) stated that punishment can be broken down into two types. First, an aversive event is presented to an individual following an undesired behavior. Second, is when another aversive event is presented and a concomitant stimuli becomes aversive after it is presented repeatedly with the aversive event. The second situation is seen in organizations more often than the first; presenting an aversive event to an individual after she/he commits an undesired behavior conditions that individual to the concomitant aversive stimulus. The aversive stimulus is then perceived as a warning of an undesired outcome if the undesired behavior that warranted the aversive stimulus continues to be displayed. In addition, punishment can be broken down into several different characteristics to ensure optimal effectiveness when used to inhibit undesired behaviors.

Characteristics of punishment effectiveness. Arvey and Ivancevich (1980) identified four characteristics of punishment that affect its effectiveness. These characteristics are the timing of the punishment, the intensity of the punishment, the relationship with punishing agents, and the schedule of punishment. Each of these characteristics can directly cause punishment to have positive or negative effects on behavioral outcomes of those who are punished.

The timing of administering punishment that has been found to be the most effective is when it is administered immediately after an undesired behavior (Arvey & Ivancevich 1980). The administration of punishment also can begin during an undesired behavior if it is recognized early enough. The correct timing and consistency of administering punishment allows individuals to know exactly what they are being

punished for; thus, allowing a learning experience to form a mental connection between undesired behaviors and undesired outcomes.

Second, the intensity of punishment should be correlated with the severity of the undesired behavior displayed by the individual being punished (Arvey & Ivancevich 1980). However, Arvey and Ivancevich found that a moderate level of punishment worked best over time because it did not hinder desired behavior or create performance hindering behavior. Likewise as with the timing of punishment, the intensity of the punishment needs to be consistent. For example, if a coach on an athletic team punishes an individual for a repeated undesired behavior with a low intensity punishment, it likely will result in that undesired behavior being repeated again. The intensity of punishment for repeated undesired behavior needs to increase to inhibit the undesirable behavior (Arvey & Ivancevich, 1980).

Third, personal relationships can affect how punishment is perceived by the individuals who are punished. When the relationship is positive and strong between the individual administering the punishment and the individual being punished, it has positive behavioral outcomes (Arvey & Ivancevich, 1980).

Finally, the delivery of the punishment may follow one of two types of schedules, either fixed or varied and either interval or ratio schedules that result in four different patterns. A fixed-interval schedule is when punishment is given after a fixed amount of time after the behavior occurred, and a variable-interval schedule is when punishment is given after a varying amount of time; a fixed-ratio is when punishment is given after a fixed number of responses, and a variable-ratio schedule is when punishment is given after a varying number of responses (Richards & Rilling, 1970; Donaldson & Vollmer,

2012). Last, a continuous schedule where the punishment is administered after every undesired behavior is a fixed ratio schedule (Arvey & Ivancevich 1980). In organizations, a continuous schedule is most often used because administering punishment directly after an undesired behavior occurs has been found to be the most effective. How punishment is given to an individual depends on the type of justice system an organization has.

Organizational Justice and Punishment Effectiveness

Cropanzano, Bowen, and Gilliland (2007) found the effectiveness of a disciplinary process can depend greatly on organizational justice. In addition, punishment also is affected by individual differences. Punishment effectiveness depends on how well-developed each type of justice is and how well they are implemented in organizations. In addition, individual differences affect perceptions of disciplinary actions, which can result in positive or negative outcomes.

With regard to procedural justice and punishment, Redeker (1989) emphasized members expect leaders to discipline their subordinates by consistently following organizational guidelines. Consistently taking fair and just steps when arriving at disciplinary decisions in organizations is the foundation of procedural justice.

Distributive justice is one of the most widely used types of justice in organizations today. With regard to disciplinary policies on athletic teams, having a well-designed distributive justice system may be the most important justice system to the athletes because decision fairness is closely observed by everyone on the team (Sartore-Baldwin & Warner, 2012). For instance, on an athletic team, the equality rule will most likely take precedence in many situations because team chemistry is an important factor for team success. Team success relies greatly on how well each individual on the team

gets along; the stronger the social relationships, the more likely they will be able to succeed. Thus, distinguishing among the three allocation rules of distributive justice is important to promote distributive justice within any organization.

Organizational justice characteristics. Ball, Trevino, and Sims (1992) proposed that there are three characteristics of incidents involving disciplinary actions that influence how individuals perceive and evaluate the justice process. These three characteristics are the procedures guiding the process behind the punishment, the severity level of the punishment, and the demeanor with which supervisors administer the punishment.

In relation to procedural justice, the procedures guiding disciplinary actions should be consistent, should be contingent upon acts of undesired behavior, and should follow organizational rules (Ball et al, 1992). Fulfilling these requirement can positively influence individual behavior. The failure to fulfill these requirements can negatively influence individual behavior.

The perception of the severity of punishment given to an individual is influenced by the organization's distributive justice culture. Ball et al. (1992) found that punishment will be perceived to be fair if the punishment severity is appropriate for the undesired behavior committed. Overall, the level of punishment severity cannot be too lenient or too severe to effectively deter undesired behavior. When an individual perceives punishment as fair relative to the undesired behavior, it will increase the likelihood of that individual displaying appropriate behavior in the future (Cropanzano et al. 2007).

The final characteristic that can influence an individual's evaluations of punishment is the demeanor of the individual administering the punishment. Positive

demeanor of those who are punishing correlates positively with desirable outcome behavior of those who are punished. Negative demeanor of those who are punishing correlates positively with undesirable outcome behavior of those who are punished (Ball et al, 1992).

Individual differences. There are many individual factors that can affect how punishment is perceived by an individual, such as age, gender, and other personality characteristics. Dzyundzyak, Santesso, and Segalowitz (2011) found that women were more sensitive to forms of punishment than were men. In the same study, they found no significant difference between adolescents and adults. These findings could be relevant for athletic teams in terms of gender differences in how punishment is perceived.

Individual differences in perceptions of decisions are important determinants of subordinate perceptions and subsequent reactions (Arvey & Ivancevich, 1980). Individuals perceive and respond differently to disciplinary actions. Redeker (1989) emphasized that members expect leaders to discipline their subordinates by consistently following the defined organizational disciplinary policy. Thus, justice starts with organizations developing a disciplinary policy that is just.

With regard to punishment, Ball, Trevino, and Sims (1993) came to the conclusion that individual differences in emotions and beliefs about punishment processes directly affected behavior outcomes. Two relevant outcomes are negative affectivity and the belief in a just world. Brief and Weiss (2002) defined negative affectivity as an emotion that can result in a negative interpretation of stimuli. Individuals with negative affectivity tend to view many aspects of their lives negatively including the way they view being punished. Individuals with high negative affectivity show a

perceived lack of control over what is going on in their lives. This can be important to understand when punishing individuals on an athletic team because Ball et al. (1993) found that individuals with high negative affectivity who are punished will increase negative behavior because they feel that they have less control over the punishment process. The opposite occurs for individuals with low negative affectivity who feel they have more control over the punishment process; they will be more likely to engage in desired behavior that benefits the organization, such as organizational citizenship behavior.

The belief in a just world is the belief that individuals will get what they deserve (Ball et al., 1993). One's belief in a just world begins to develop early in life. An individual who is punished and who believes in a just world will have decreased negative emotions upon being punished because punishment follows their belief of people getting what they deserve. The opposite occurs for individuals who do not believe in a just world. Individuals who do not believe in a just world will have increased negative emotions upon being punished because punishment is inconsistent with their beliefs.

Individual differences along with the different types of organizational justice result in different behavioral outcomes for disciplinary actions. The outcomes can be positive or negative, and can be affected by the organization enforcing the punishment and the individuals receiving the punishment. Understanding how organizational justice and individual differences affect perceptions of disciplinary actions can make undesirable behavior infrequent and desirable behavior more frequent.

Observers and punishment effects. To truly understand the effects of punishment, the entire social context in which punishment occurs has to be considered,

including the individual being punished and the observers. Trevino (1992) indicated than an observer is anyone who is a part of the social context in which punishment occurs. Thus, coaches have to be aware that the actions of punishing an athlete impact others on the team and has to be carefully thought out (Seifried, 2008).

Two relevant theories that encompass the idea of learning through observation and experience are social learning theory and deterrence theory. Baer and Bandura (1963) stated that social learning theory promotes learning through observation, and is important for behavior change. Ormrod (1999) indicated that learning by observing another individual being punished is learning vicariously that rule violations are not tolerated. Likewise, deterrence theory implies that attributions of punishment influence deterrence effectiveness, and the violation offenders are motivated to reinstate a good point of view of themselves in the eyes of others (Trevino, 1992; Seifried, 2008). In addition, severe punishment may be necessary to gain the attention of individuals to deter undesired behavior (Trevino, 1992). For instance, if an individual is aware of the pros and cons of displaying a certain behavior, she/he may come to the conclusion that the pros do not outweigh the cons. Thus, the individual will be less likely to display that behavior.

Overall, punishment in an organization has lasting effects on not only the punished, but everyone in the organization. Due to the social nature of many organizations, those issuing punishment need to consider everyone involved. Social learning theory and deterrence theory are relevant because people often learn vicariously through others (Ormord, 1999).

Summary of Literature

To conclude, disciplinary policies and the punishment used to enforce the policies are affected by the type of organizational justice systems in the organization and individual differences of those involved. Knowing and understanding the different types of organizational justice systems will help promote the most beneficial desired behavior for the organization when justice is utilized in disciplinary policies. It also is important to understand relevant individual differences and to adjust organizational policies to effectively punish individuals, especially in a small organization such as an athletic team.

There are four key points in this literature review on organizational justice, discipline, and punishment. First, the most effective timing for administering punishment is immediately after an undesired behavior (Arvey & Ivancevich, 1980). Second, the intensity of punishment should be positively correlated with the severity of the undesired behavior being punished (Arvey & Ivancevich, 1980). Third, punishment will be perceived to be fair if the punishment is appropriate for the undesired behavior committed (Ball et al., 1992). Finally, individual differences in emotions and beliefs about punishment directly affect behavioral outcomes of both the punished individual and observers (Trevino, 1992).

Present Study

This scenario study is a modified replication of Severs' (2009) study on justice perceptions of intercollegiate athletes; one additional factor, importance of the next competition, was examined in the current study. Justice perceptions of intercollegiate athletes with regard to athletes being punished for team rule violations were examined. Perceptions of fairness were measured on punishment outcomes for a punished athlete

and for non-punished teammates. This study examined two levels of misconduct severity (severe and moderate), two levels of punishment severity (severe and moderate), two types of punishment distribution (consistent and conditional), and two types of competition importance (exhibition and non-exhibition). Shoenfelt and Bucur (2002) indicated that the consistent distribution of punishment was perceived to be more fair to offenders and to teammates, and that consistent, severe punishment was more likely to deter future misconduct. Furthermore, Ball et al. (1993) stated that individual differences and beliefs affected how punishment is perceived. Accordingly, the following hypotheses were tested:

Hypothesis 1:

1a: Punishment that is consistent with the team rules will be perceived as more fair to the punished athlete than will conditional punishment.

1b: Punishment that is consistent with the team rules will be perceived as more fair to the teammates than will conditional punishment.

1c: Consistent punishment will be more likely to deter future violations by the punished athlete than will conditional punishment.

1d: Consistent punishment will be more likely to deter future violations by the teammates than will conditional punishment.

Hypothesis 2:

2a: Punishment will be perceived as more fair to the punished athlete for severe violations than will punishment for violations of moderate severity.

2b: Punishment will be perceived as more fair to teammates for severe violations than will punishment for violations of moderate severity.

Hypothesis 3:

3a: Severe punishment will be more likely to deter future rule violations for punished athletes than will punishment of moderate severity.

3b: Severe punishment will be more likely to deter future rule violations for teammates than will punishment of moderate severity.

Hypothesis 4:

4a: Punishment of not being able to participate in a postseason game will be more likely to deter future rule violations for the punished athlete than will punishment of not being able to participate in an exhibition game.

4b: Punishment of not being able to participate in a postseason game will be more likely to deter future rule violations for teammates than will punishment of not being able to participate in an exhibition game.

Method

Participants

Data from a previous study (2015 study/data set), were used in combination with the data collected in the current study (2017 study/data set). The total number of participants in the combined data set was 371. Participants included 272 females and 99 males from 28 American universities, who were current or previous intercollegiate athletes within five years of eligibility. Athletic teams represented in the study from both data sets consisted of baseball and softball (34), basketball (14), lacrosse (30), soccer (48), swimming (41), track and field (95), volleyball (60), and other sports (50), which included sports with fewer than 10 respondents. Participant age ranged from 17 to 28 years (M = 20.01, SD = 1.62). The number of years the athletes participated in

intercollegiate athletics ranged from 1 to 5 (M = 2.21, SD = 1.11). The ethnicity of the participants was Caucasian (313), African-American (30), Hispanic (10), Asian (3), and other (15).

Design and Instrument

A 2 x 2 x 2 x 2 x 2 factorial design was used to test the hypotheses. The factors were Violation Severity (moderate vs. severe), Punishment Severity (moderate vs. severe), Consistency of Punishment (consistent vs. conditional), Importance of the Game (exhibition vs. post season), and Gender (female vs. male). A multi-factor between subjects ANOVA was conducted for each dependent variable identified in the hypotheses.

A questionnaire (see Appendix A) consisting of a hypothetical scenario and thirteen items about the scenarios was used to measure perceptions of justice and the effects of punishment (see Appendix B). The 16 gender neutral hypothetical scenarios used in the study were developed by Dr. Shoenfelt and her graduate assistants. The rule violations and punishments used in the scenarios were calibrated by obtaining ratings on a 1 to 5 scale (1 = not severe to 5 = extremely severe) from 84 intercollegiate athletes. Means and standard deviations were calculated to calibrate the violations and punishments. The rule violations and punishments selected for the study represented moderate and severe levels: the severe rule violation is failed drug test (M = 4.56, SD = .72); the moderate rule violation is late to practice unexcused (M = 3.07, SD = .99); the severe punishment is dismissed from the team (M = 4.74, SD = .66); the moderate punishment is suspended from the next team practice (M = 3.58, SD = .93).

Scenarios described a fictional intercollegiate athlete breaking a rule, followed by severe or moderate punishment that was conditional or consistent with team rules. Consistent punishment indicated the same treatment across team members, and conditional punishment indicated making an exception to the rules for the star athlete. The scenarios depicted the next competition as either exhibition/preseason or a competition that determined if the team advances to post-season play.

The questionnaires used for both studies included manipulation check items to ensure that participants were responding attentively. Participants were able to review the scenario when answering the manipulation check items. Five manipulation check Items were identical for both the 2015 and 2017 data sets. Item 1 asked which rule was violated, and was coded as 1 for selecting the correct rule violation and 0 for selecting the incorrect rule violation depending on the scenario. Item 2 asked what punishment should be implemented, and was coded as 1 for selecting the correct punishment and 0 for selecting the incorrect punishment, depending on the scenario. Item 3 asked if the punishment was implemented (yes or no), and was coded as 1 for correct and 0 for incorrect. Item 4 asked if the punishment was in accordance with team rules (yes or no), and was coded as 1 for correct and 0 for incorrect. Item 5 asked about the importance of the next game for the team, and was rated on a scale of 1 to 4 (1: not important; 4: extremely important). It was then coded as correct if participants responded with 1 or 2 and had scenarios with the next game being preseason or exhibition, and correct for participants who responded with 3 or 4 and had scenarios with the next game being postseason.

In the 2017 data set, an additional manipulation check item asked about the type of competition for the next game, and was rated on a 1 to 5 scale (1: exhibition; 2: pre-season; 3: regular season; 4: conference tournament; 5: postseason). Item 6 was then coded as correct for participants who responded with 1 or 2 to scenarios describing the next game being exhibition, and correct for participants who responded with a 5 to scenarios describing the next game being postseason.

The manipulation check items were implemented to ensure participants were reading the scenarios attentively. Participants who failed to pass any manipulation check item were not included in the data analyses. A total of 244 participants passed the manipulation check (59 Male, 185 Female). The ethnicity of these participants was Caucasian (210), African-American (16), Hispanic (4), Asian (2), and other (12). Participant age ranged from 17 to 28 years (M = 19.94, SD = 1.68).

A bivariate correlation was conducted between the 2017 data set manipulation check items of the importance of the game for the team and the type of competition for the next game. The analysis resulted in a .83 spearman correlation coefficient ($p < .001$) indicating that individuals who correctly answered one of the manipulation check items were likely to correctly answer the other manipulation check item. This correlation provides support for the single item used to check game importance in 2015.

Items 6 through 10 asked about perceptions of punishment fairness for the punished athlete and teammates. Items 11 and 12 asked for perceptions of future deterrence of rule violations for the punished athlete and teammates. Specifically, items 11 and 12 asked about the likelihood that the punishment implemented will deter the athlete who violated the rule and other teammates from violating the rule in the future.

Items 6 to 12 were rated on a 1 to 5 scale (1: strongly disagree; 5: strongly agree). Finally, Item 13 asked about the perception of gender for the main character used in the scenario.

Test-Retest Reliability of Instrument

Severs (2009) conducted a reliability analysis of the questionnaire items. To provide reliability data participants completed the instrument two times six weeks apart. Stability coefficients were calculated for items that elicited responses for perceptions of punishment fairness, perceptions of process fairness, and perceptions of deterrence for future rule violations. The composite reliability coefficients for the items were as follows: perceptions of punishment fairness (.86); perceptions of process fairness (.80); perceptions of deterrence for future violations (.91; Severs, 2009). All three scales meet normal standards for acceptable reliability (Cohen, 1988)

Procedure

Participants were given the questionnaire in person during a pre-determined time agreed upon with the team coach for the 2015 data collection. In the 2017 data collection, participants responded to a link received via email. Random assignment of participants to one of sixteen scenarios was used. Participants were informed about the purpose of the study and were presented with an informed consent form. A demographics section was administered before the questionnaire (see Appendix A). Participants were then instructed to complete the questionnaire by first reading the hypothetical scenario and then responding to the questions that followed. Upon finishing, participants were asked to return the questionnaire for the 2015 study and thanked for their contribution to the study.

Participants were redirected to a thank you page in the online questionnaire for the 2017 study.

Results

Only significant effects that account for 5% or more of the variance are discussed. Appendix C, which lists the ANOVA tables, contains results for all effects.

Hypotheses 1a and 2a

Hypothesis 1a, that punishment that is consistent with the team rules will be perceived as more fair to the punished athlete than will conditional punishment, and Hypothesis 2a, that punishment will be perceived as more fair to the punished athlete for severe violations than will punishment for violations of moderate severity, were tested with a 2 (Violation Severity: moderate vs. severe) X 2 (Punishment Severity: moderate vs. severe) x 2 (Consistency of Punishment: consistent vs. conditional) x 2 (Importance of the Game: exhibition vs. post season) X 2 (Gender: male vs. female) ANOVA with fairness of the discipline to the punished athlete as the dependent variable (see Table 1).

The only significant main effect was for Punishment Consistency (F (1, 210) = 105.69, $p < .001$, $\eta 2 = .34$). Consistently applying punishment was perceived as more fair to the punished athlete ($M = 4.32$, $SD = .97$) than was applying conditional punishment ($M = 2.15$, $SD = 1.08$). This main effect supports Hypothesis 1a. Hypothesis 2a was not supported. There was a significant interaction for Consistency X Gender (F (1,210) = 19.48, $p < .001$, $\eta 2 = .09$). See Figure 1 for a display of the interaction and mean values. Both genders perceived consistent punishment as more fair to the punished athlete than conditional punishment; however, females perceived conditional punishment as less fair than did males. There was a significant interaction for Punishment Severity X Violation

Severity (F (1,210) = 10.99, $p < .001$, $\eta 2 = .05$). See Figure 2 for a display of the interaction and mean values. Moderate punishment was perceived as slightly less fair than severe punishment for severe violations; however, moderate punishment was perceived as significantly more fair than severe punishment for moderate violations.

Figure 1: Interaction between Gender and Punishment Consistency on Perceptions of Fairness of the Discipline to the Punished Athlete.

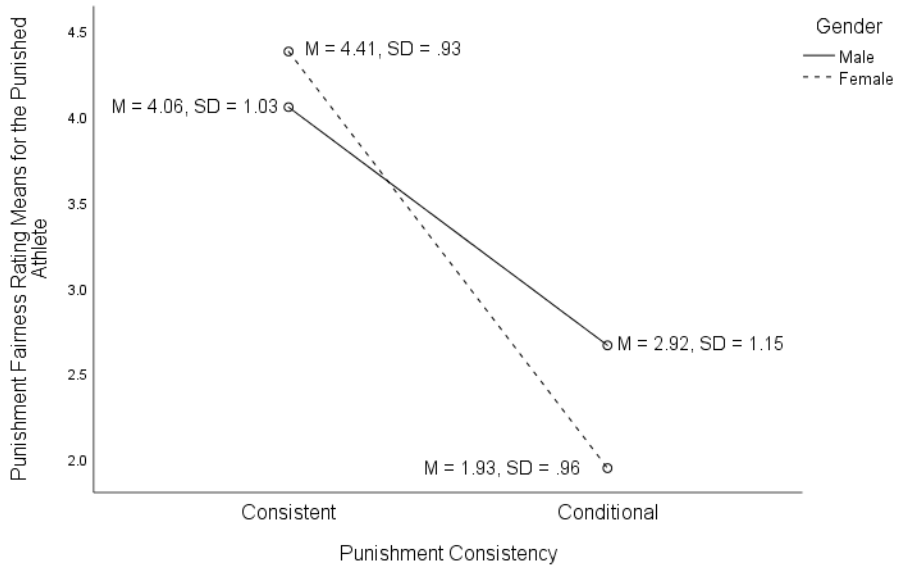
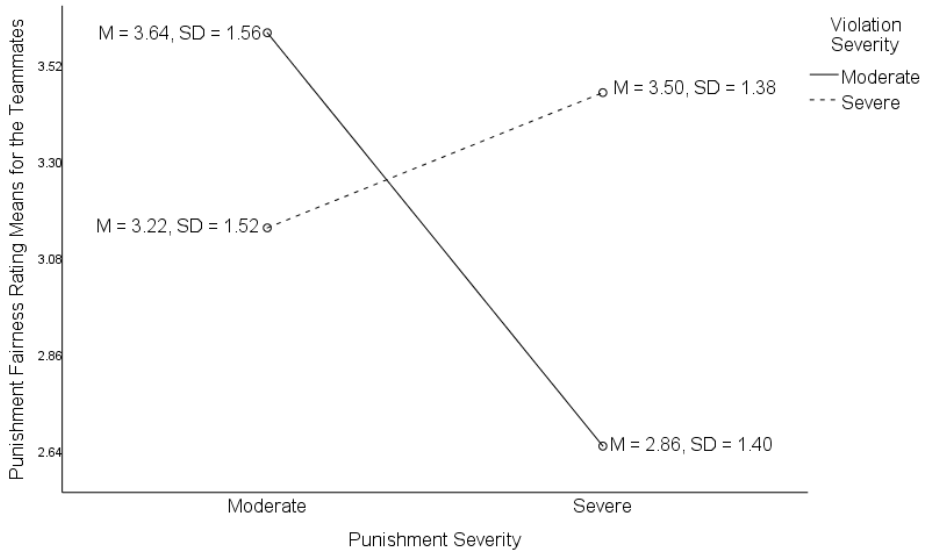


Figure 2: Interaction between Violation Severity and Punishment Severity on Perceptions of Fairness of the Discipline to the Punished Athlete.



Hypotheses 1b and 2b

Hypothesis 1b, that punishment that is consistent with the team rules will be perceived as more fair to teammates than will conditional punishment, and Hypothesis 2b, that, punishment will be perceived as more fair to teammates for severe violations than will punishment for violations of moderate severity, were tested with a 2 (Violation Severity: moderate vs. severe) X 2 (Punishment Severity: moderate vs. severe) x 2 (Consistency of Punishment: consistent vs. conditional) x 2 (Importance of the Game: exhibition vs. post season) X 2 (Gender: male vs. female) ANOVA with fairness of the discipline to teammates as the dependent variable (see Table 2).

A significant main effect was found for Punishment Consistency (F (1, 210) = 163.36, $p < .001$, $\eta 2 = .44$). Consistently applying punishment was perceived as more fair to teammates ($M = 4.13$, $SD = 1.05$) than was applying conditional punishment to the star player ($M = 1.75$, $SD = .95$). The results support Hypothesis 1b. However, Hypothesis 2b was not supported. There were significant interactions for Consistency X Game Importance (F (1,210) = 9.55, $p < .001$, $\eta 2 = .04$), and for Consistency X Gender (F (1,210) = 10.98, $p < .001$, $\eta 2 = .05$). See Figure 2 for displays of the respective interactions and mean values. As seen in Figure 3, consistent punishment was perceived as more fair to teammates than was conditional punishment, but this difference was less when the next competition determines advancing to post-season play. As seen in Figure 4, both genders perceived consistent punishment as more fair to teammates than conditional punishment; however, females perceived conditional punishment as less fair than did males.

Figure 3: Interaction of Game Importance X Punishment Consistency on perceptions of discipline fairness to teammates.

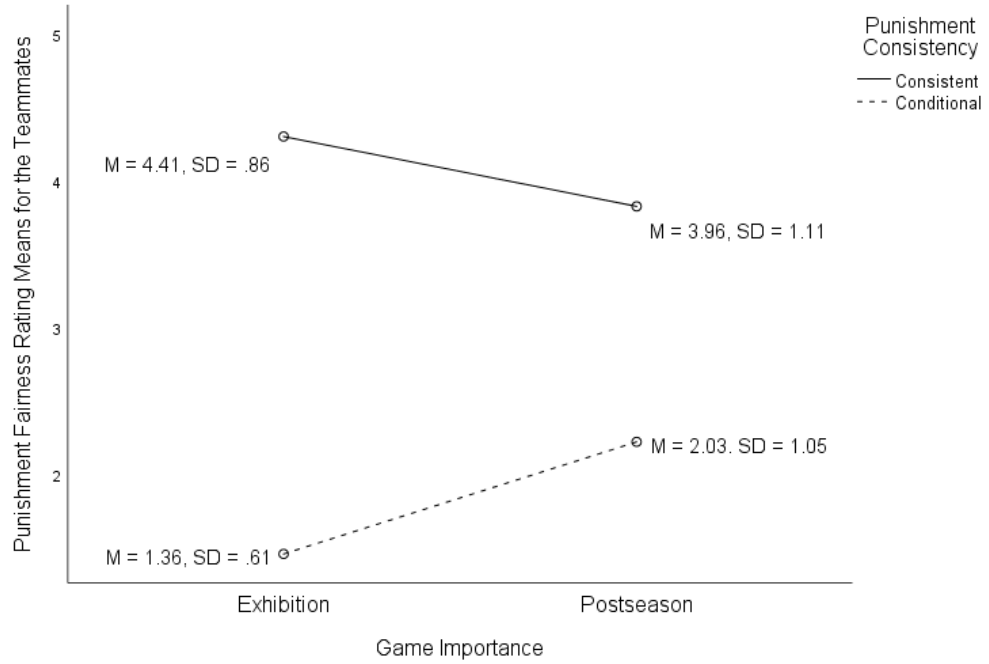
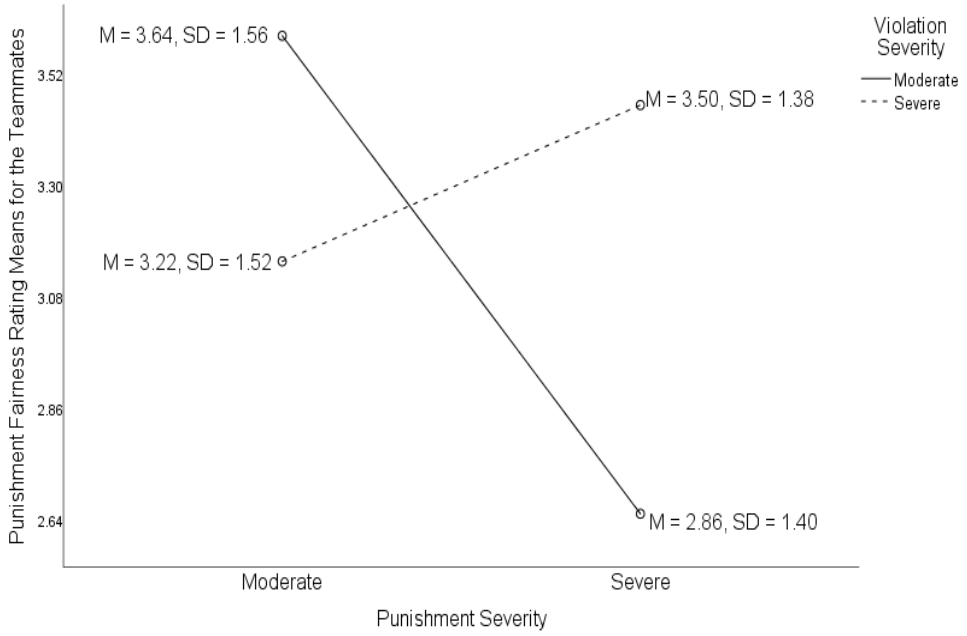


Figure 4: Interaction of Gender X Punishment Consistency on perceptions of discipline fairness to teammates.



Hypothesis 1c, 3a, and 4a

Hypothesis 1c, that consistent punishment will be more likely to deter future violations by the punished athlete than will conditional punishment; Hypothesis 3a, that severe punishment will be more likely to deter future rule violations for punished athletes than will punishment of moderate severity; and Hypothesis 4a, that punishment of not being able to participate in a postseason game will be more likely to deter future rule violations for the punished athlete than will punishment of not being able to participate in an exhibition game, were tested with a 2 (Violation Severity: moderate vs. severe) X 2 (Punishment Severity: moderate vs. severe) x 2 (Consistency of Punishment: consistent vs. conditional) x 2 (Importance of the Game: exhibition vs. post season) X 2 (Gender: male vs. female) ANOVA with discipline is likely to deter future misconduct by the athlete as the dependent variable (see Table 3).

The only significant main effect was for Punishment Consistency (F (1,209) = 58.29, $p < .001$, $\eta 2 = .22$). Consistently applying punishment was perceived as more likely to deter future misconduct by the punished athlete ($M = 4.09$, $SD = 1.03$) than was applying conditional punishment ($M = 2.23$, $SD = 1.31$). This main effect supports Hypothesis 1c. Hypothesis 3a and 4a were not supported. There were no significant interactions.

Hypothesis 1d, 3b, and 4b

Hypothesis 1d, that consistent punishment will be more likely to deter future violations by the teammates than will conditional punishment; Hypothesis 3b, that severe punishment will be more likely to deter future rule violations for teammates than will punishment of moderate severity; and Hypothesis 4b, that punishment of not being able

to participate in a postseason game will be more likely to deter future rule violations for teammates than will punishment of not being able to participate in an exhibition game, were tested with a 2 (Violation Severity: moderate vs. severe) X 2 (Punishment Severity: moderate vs. severe) x 2 (Consistency of Punishment: consistent vs. conditional) x 2 (Importance of the Game: exhibition vs. post season) X 2 (Gender: male vs. female) ANOVA with discipline is likely to deter future misconduct by the teammates as the dependent variable (see Table 4).

The only significant main effect was for Punishment Consistency (F (1,209) = 65.87 $p < .001$, $\eta 2 = .24$). Consistently applying punishment was perceived as more likely to deter future misconduct by the teammates ($M = 4.12$, $SD = 1.04$) than was applying conditional punishment to the star player ($M = 2.19$, $SD = 1.28$). This main effect supports Hypothesis 1d. Hypothesis 3b and 4b were not supported. There were no significant interactions.

Summary of results

The results of the analyses indicate that punishment consistency was the most influential factor for determining perceptions of fairness and the deterrence of future rule violations, both for the punished athlete and teammates. As seen in Table 1, Hypothesis 1a, punishment that is consistent with the team rules will be perceived as more fair to the punished athlete than will conditional punishment, was supported by a significant main effect for punishment consistency. There also were significant interactions for Gender X Punishment Consistency, where both genders perceived consistent punishment as more fair to the punished athlete than conditional punishment; however, females perceived conditional punishment as less fair than did males; and Punishment Severity X Violation

Severity, where moderate punishment was perceived as slightly less fair than severe punishment for severe violations; however, moderate punishment was perceived as significantly more fair than severe punishment for moderate violations.

As seen in Table 2, Hypothesis 1b, that punishment that is consistent with the team rules will be perceived as more fair to teammates than will conditional punishment was supported by a significant main effect for punishment consistency. There also were significant interactions for Punishment Consistency X Game Importance, where consistent punishment is perceived as more fair to teammates than is conditional punishment, but this difference is less when the next competition determines advancing to post-season play, and Gender X Punishment Consistency, where both genders perceived consistent punishment as more fair to teammates than conditional punishment, but females perceived conditional punishment as less fair than did males. As seen in Table 3, Hypothesis 1c, that consistent punishment will be more likely to deter future violations by the punished athlete than will conditional punishment was supported by a significant main effect for Punishment consistency. As seen in Table 4¸ Hypothesis 1d, that consistent punishment will be more likely to deter future violations by the teammates than will conditional punishment was supported by a significant main effect for punishment consistency. Hypothesis 2a and b, 3a and b, and 4a and b were not supported.

Discussion

Previous researched has focused on perceptions of fairness with regard to disciplinary actions in the context of a formal workplace. The present study focused on perceptions of fairness in the context of intercollegiate athletics, and assessed perceptions of discipline fairness and the deterrence of future rule violations for the punished athlete

and for the teammates. The independent variables included Violation Severity (moderate vs. severe), Punishment Severity (moderate vs. severe), Consistency of Punishment (consistent vs. conditional), Importance of the Game (exhibition vs. post season), and Gender (female vs. male).

Hypothesis 1

Hypothesis 1 and all four of its subsets were developed in part, based on the theoretical findings of Redeker (1989) and Ball et al. (1992), which emphasized that members expect leaders to discipline their subordinates by consistently following organizational guidelines, and that punishment should be contingent upon acts of undesired behavior.

Hypothesis 1a, which stated punishment that is consistent with the team rules will be perceived as more fair to the punished athlete than will conditional punishment, and Hypothesis 1b, that punishment that is consistent with the team rules will be perceived as more fair to teammates than will conditional punishment, were developed based on theoretical findings of distributive justice. These hypotheses were specifically derived from Equity Theory, which states that individuals appraise the fairness of a situation by comparing the ratio of their perceived inputs and outcomes to a referent other in a similar situation (Walster, Berscheid, Walster, & Lanzetta, 1973).

Hypothesis 1a was supported by a significant main effect for Punishment Consistency. Consistently applying punishment was perceived as more fair to the punished athlete than was applying conditional punishment to the athlete. Hypothesis 1b was supported by a significant main effect for Punishment Consistency. Consistently applying punishment was perceived as more fair to teammates than was applying

conditional punishment to the star player. The implications of these findings are that consistent punishment is an influential factor with regard to fairness perceptions of disciplinary actions for both the punished athlete and the teammates.

Hypothesis 1c, that consistent punishment will be more likely to deter future violations by the punished athlete than will conditional punishment, and Hypothesis 1d, that consistent punishment will be more likely to deter future violations by teammates than will conditional punishment, were based on the theoretical findings of Shoenfelt and Bucur (2002), which indicated that the consistent distribution of punishment was perceived to be more fair to offenders and to teammates, and that consistent, severe punishment was more likely to deter future misconduct. Ormrod (1999) indicated that Social Learning Theory implies people often learn vicariously through others. Trevino's (1992) deterrence theory implies that attributions about punishment influence deterrence effectiveness. Seifried (2008) found that violation offenders are motivated to reinstate a good point of view of themselves in the eyes of others. Thus, deterrence of future rule violations should, in theory, result from consistent punishment for the punished athlete and vicarious indirect punishment outcomes for teammates, because consistent punishment has been found to alter behavior and individuals have been found to learn through observing others.

Consistent with the above cited theories, Hypothesis 1c (as seen in Table 6) was supported by a main effect for punishment consistency, where consistently applying punishment was perceived as more likely to deter future misconduct by the punished athlete than was applying conditional punishment to the athlete. Likewise, Hypothesis 1d was supported by a main effect for punishment consistency, where consistently applying

punishment was perceived as more likely to deter future misconduct by teammates than was applying conditional punishment to the star player. The implications of these findings indicate that coaches should administer consistent punishment to deter future rule violations by both the punished athlete and teammates.

Hypothesis 2

Hypothesis 2a, that punishment for severe violations will be perceived as more fair to the punished athlete than will punishment for violations of moderate severity, and Hypothesis 2b, that punishment for severe violations will be perceived as more fair to teammates than will punishment for violations of moderate severity, were developed based on theoretical findings of distributive justice (stated previously for Hypotheses 1a and 1b). Sims (1980) indicated that an effective punishment is one that has a severity level equivalent to the severity of the rule broken.

Hypotheses 2a and 2b were not supported. This lack of support may be because the severity of the violations in the scenarios may not have been salient. If there had been more emphasis on violation severity in the scenario, results may have been found that supported Hypotheses 2a and 2b.

Hypothesis 3

Hypotheses 3a and 3b, that severe punishment will be more likely to deter future rule violations for punished athletes and teammates than will punishment of moderate severity, also were based on deterrence theories (previously described for Hypotheses 1c and 1d), and on the theoretical findings of Arvey and Ivancevich (1980) that the intensity of punishment should be positively correlated with the severity of the undesired behavior being punished.

Hypotheses 3a and 3b were not supported. This lack of support may be because the severity of the punishment in the scenarios may not have been salient. If there had been more emphasis on punishment severity in the scenario, then results may have been found that supported Hypotheses 3a and 3b.

Hypothesis 4

Hypotheses 4a and 4b, that punishment of not being able to participate in a postseason game will be more likely to deter future rule violations for the punished athlete and for teammates than non-participation in an exhibition game, respectively, were developed based on the deterrence theories (previously described for Hypotheses 1c, 1d, 3a, and 3b). Hypothesis 4a and 4b also were based on the theoretical findings of individual differences, and how emotions and beliefs about punishment and consequences directly affects behavior outcomes (Ball et al., 1993).

Hypotheses 4a and 4b were not supported. This lack of support may be due to the lack of information provided about the next competition. If the scenario had described important situational factors such as the next exhibition game decides who gets to start in regular season games or that the next postseason game is a championship game, there may have been results that supported the hypotheses.

Interactions

There were four significant interactions. The interaction for Consistency X Gender (as seen in Table 1) indicated that both genders perceived consistent punishment as more fair to the punished athlete than conditional punishment; however, females perceived conditional punishment as less fair than did males. Thus, it is important to understand that individual differences between genders may affect perceptions of

fairness. Second, there was an interaction for Punishment Severity X Violation Severity, where moderate punishment was perceived as slightly less fair to the punished athlete than was severe punishment for severe violations; however, moderate punishment was perceived as significantly more fair than severe punishment for moderate violations. This interaction indicates that punishment severity should be directly related to the degree of violation severity. Third, the Consistency X Game Importance interaction (seen in Table 2) indicated that consistent punishment is perceived as more fair to teammates than is conditional punishment, but this difference is less when the next competition determines advancing to post-season play. This interaction indicates that situational factors such as an important competition may affect perceptions of fairness. Last, there was a significant interaction for Consistency X Gender (as seen in Table 2), which indicated that both genders perceived consistent punishment as more fair to teammates than conditional punishment; however, females perceived conditional punishment as less fair than did males. Thus, this interaction again indicates individual differences between genders may affect perceptions of fairness.

Summary

Organizations can utilize punishment in an effective way, but need to administer it appropriately to uphold positive justice perceptions in the organization. Specifically, organizations should consistently administer punishment. Consistent punishment was found to have the greatest impact on perceptions of fairness across all dependent variables. In addition, consistency interacted with game importance to affect how fairness to teammates is perceived. Consistent punishment was perceived as more fair to teammates than was conditional punishment, but this difference was less when the next

competition determines advancing to post-season play. This is consistent with research by Ball et al. (1993) that indicated that, in certain situations individuals, emotions influence perceptions and actions. Emotional reactions may explain why conditional punishment is perceived as just in some situations that are emotionally significant, such as post-season play.

The interaction between punishment severity and violation severity where moderate punishment was perceived as slightly less fair than severe punishment for severe violations, but moderate punishment was perceived as significantly more fair than severe punishment for moderate violations, indicates that it is important for punishment severity to be directly related to violation severity. These findings were consistent with Arvey and Ivancevich's (1980) findings that the intensity of punishment should be positively correlated with the severity of the undesired behavior being punished.

The interaction between gender and punishment consistency suggests it may be useful for organizations to understand that, although both genders perceived consistent punishment as more fair to the punished athlete and for the teammates than conditional punishment, females perceived conditional punishment as less fair than did males. These findings can help guide organizations in their approach to administering behavior depending on if the organization is predominately female or male.

Limitations

As with any study, there are limitations. First, participants may have not been representative of all athletes; the sample did not contain large numbers of athletes from football, baseball, or basketball, which make up a large portion of the student-athlete population. Hypothetical scenarios used for the study were short and may not have

provided enough information for the participants to fully understand the situation. Another limitation to the study was that some of the manipulation check items used for selecting participants were subjective measures; more objective measures could have been used to assess if the participants were attentively reading the scenarios.

Next, there were only two violations and punishment represented in the scenario, which may explain the lack of significant findings for punishment severity and violation severity. Including more extreme examples of punishment and violations could have induced different perceptions of fairness, and may have resulted in significant findings. The last limitation of the study was that there were more female participants than males participants. If the sample of participants were more evenly distributed among males and females, results may better represent the population.

Future Research

The current study had interesting results with regard to punishment consistency, but the results did not indicate any significant main effects for punishment severity and violation severity. This finding prompts recommendations for future research to focus solely on punishment severity and violation severity. For instance, Arvey and Ivancevich (1980) indicated that the intensity of punishment should be positively correlated with the severity of the undesired behavior being punished, and Ball et al. (1992) indicated that punishment will be perceived to be fair if the punishment is appropriate for the undesired behavior committed. Therefore, manipulating the levels of punishment severity and violation severity could induce more meaningful perceptions of fairness than those used in the current study, which only had two levels of each.

Future research studies also could focus on comparing different types of sports teams to understand fairness perceptions across different sport cultures. This could be interesting in understanding how organizational cultures differ and how or why punishment impacts them differently, if at all.

The final recommendation for future research is to ask fairness perceptions of disciplinary actions from the coaches' point of view. Collecting data from coaches could lead to a better understanding of how and why disciplinary actions are decided upon, as well as comparisons to the current data on athlete fairness perceptions. The coach data could provide insight into understanding if athlete and coaches perceptions of rules and violations and associated disciplinary actions are agreed upon, and if that agreement impacts perceptions of distributive and procedural justice.

Conclusion

The results of the study have shed light on important aspects of how perceptions of organizational justice impact individuals in a sports context. These findings extend justice research beyond the traditional context of the workplace. The most important conclusion to take away from the results is that consistent punishment is the factor that has the greatest influence on individual perceptions of fairness for disciplinary actions, and how individuals will respond in terms of deterring future violations. In addition, the situational factor of game importance interacted with consistency to affect how punishment was perceived. The level of punishment severity and violation severity interacted to impact how punishment fairness was perceived. The individual characteristic of gender interacted with consistency to affect how punishment was perceived. Therefore, situational factors, individual characteristics, and the severity of the

violation and punishment all influence perceptions of fairness and can affect an organization in a positive or negative way. The results of the study had interesting findings, but there are other factors that need to be examined to better understand perceptions of fairness for athletes on intercollegiate sports teams.

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Appendix A:
Informed Consent

IMPLIED CONSENT DOCUMENT

Project Title: Perceptions of Fairness of Athletic Team Disciplinary Situations

Investigator: Dr. Betsy Shoenfelt and Jared Diaz, Department of Psychological Sciences, Western Kentucky University, betsy.shoenfelt@wku.edu jared.diaz378@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your agreement to participate in this project.

You must be 18 years old or older to participate in this research study.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have. You should request and keep a copy of this form for your records.

1. **Nature and Purpose of the Project:** To understand athlete perceptions of hypothetical but realistic disciplinary situations in intercollegiate athletic teams.

2. **Explanation of Procedures:** You will be asked to complete a questionnaire that contains a brief description of a team athlete who has violated a team rule and is being punished. You will be asked to respond to questions about your perceptions of the fairness of the punishment and the likelihood the punishment will deter future misconduct. Completing the questionnaire should take less than 10 minutes.

3. **Discomfort and Risks:** There are no known or anticipated discomforts or risks in completing this questionnaire.

4. **Benefits:** There is no direct benefit to completing the questionnaire. However, this study may help us better understand the underlying dynamics of discipline in a team setting.

5. **Confidentiality:** There is no individually identifying information collected on the questionnaire, but through your responses, you could potentially be identified. All responses will be kept confidential and only aggregated (grouped) data will be reported.

6. **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Your continued cooperation with the following research implies your consent.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-2129

WKU IRB# 17-270
Approval - 2/24/2017
End Date - 2/2/2018
Expedited
Original - 2/24/2017

Appendix B:
Questionnaire

INTERCOLLEGIATE ATHLETIC TEAM FAIRNESS STUDY

Thank you in advance for your participation. **Please carefully read all directions. Please complete the Demographic Information before completing the questionnaire on the next page.**

This study focuses on perceptions of fairness regarding punishment decisions for intercollegiate athletes.

Completing this questionnaire and returning it to the research assistant implies your voluntary participation in this research study. This study has been approved by the WKU Institutional Review Board and was found to have no known risks. Your responses will be anonymous and confidentiality will be maintained. If you would like more detailed information, please ask the research assistant.

Thank you for completing this questionnaire & your assistance with this important study!

DEMOGRAPHIC INFORMATION:

Directions: As researchers, we are sometimes interested in determining if certain groups respond differently (e.g., males vs. females, older vs. younger, football vs. basketball athletes, etc.) To make these comparisons, we need you to complete the demographic information below. Your responses are anonymous (i.e., your name should *not* be recorded on this sheet). No individual responses will be reported; only overall/group responses will be reported.

Please complete the following demographic information.

1. **Athlete** _____ **Coach** _____ **Fan**_____ **Other**_____

2. **University and Athletic Team** (for example, WKU Basketball)

   _____

3. **Gender:** _____Male _____Female

4. **Age:** _____Years

5. **Number of years participating in intercollegiate athletics**: _____ Years
   (If you are a coach, fill in the number of years *coaching* intercollegiate athletics)

6. **Ethnicity:**
   _____African American
   _____Asian
   _____Hispanic
   _____White
   _____Other_____

[NOTE: The underlined components of the scenario will change to create the 16 different scenarios] Please carefully read the entire scenario.

> **Scenario:** Alex is an intercollegiate athlete at State University. Alex is the star of the team and was selected all-conference for the last two seasons. Before the last game, Alex was <u>late to practice, unexcused</u>. The team rules state that the punishment for this type of team infraction is <u>suspension from the next game</u>. Because Alex is the star of the team and the next game

determines whether or not the team makes it to the postseason, the coach decided to overlook the infraction and did not suspend Alex from practice.

Please answer the following 13 questions concerning the scenario. For the first 2 questions, fill in the blanks based on the information in the scenario.

1.) In this situation **what rule did Alex violate?** _____(fill in the blank)

2.) In this situation **what punishment should be implemented?** _____(fill in the blank)

3.) Was the **punishment implemented**? (circle one) **No** **Yes**

4.) Was the punishment in **accordance with team rules?** (circle one) **No** **Yes**

5.) What **type** of competition is the next game?
Exhibition **Preseason** **Regular Season** **Conference Tournament** **Postseason**

6.) How **important** is the next game for the team? (circle one)

Not Important **Somewhat Important** **Important** **Very Important**

For items 6 to 13, please respond by marking the answer to the right of the item that best represents your honest opinion. Please use the following scale for items 6-12.

SD **= Strongly Disagree**
D = Disagree
N = Neutral
A = Agree
SA = Strongly Agree

Punishment can be viewed from 2 perspectives: from the perspective of the punished athlete and from the perspective of the other players on the team.

Mark your answers here

7.) In terms of *fairness to the player* who violated the rule, the **disciplinary action** was fair.	SD	D	N	A	SA
8.) In terms of *fairness to the player* who violated the rule, **the process used to decide** the disciplinary action was fair.	SD	D	N	A	SA
9.) In terms of *fairness to the rest of the team*, the **disciplinary action** was fair.	SD	D	N	A	SA
10.) In terms of *fairness to the rest of the team*, **the process used to decide** the disciplinary action was fair.	SD	D	N	A	SA
11.) In terms of *fairness to team fans*, the **disciplinary action** was fair.	SD	D	N	A	SA

In some cases, punishment will deter future misconduct. That is, punishment will make it less likely the same behavior will occur in the future.

12.) The discipline in this situation is likely to deter *future misconduct* by **the athlete who committed the rule violation**.	SD	D	N	A	SA
13.) The disciplinary action in this situation is likely to deter *future misconduct* by **other players on the team**.	SD	D	N	A	SA

14.) What **gender** did you think Alex was? **Male** **Female** **Didn't think about it**

Appendix C:
Anova Tables

Table 1

Tests of Between-Subjects Effects

Dependent Variable: In terms of fairness to the player who violated the rule, the disciplinary action was fair.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	353.785[a]	30	11.793	13.994	.000	.667
Intercept	1179.441	1	1179.441	1399.574	.000	.870
VSeverity	1.229	1	1.229	1.459	.229	.007
PSeverity	2.711	1	2.711	3.217	.074	.015
Consistency	89.063	1	89.063	105.685	.000	.335
GameImport	2.175	1	2.175	2.581	.110	.012
Gender	.490	1	.490	.582	.447	.003
VSeverity * PSeverity	9.265	1	9.265	10.994	.001	.050
VSeverity * Consistency	7.519	1	7.519	8.923	.003	.041
VSeverity * GameImport	1.686	1	1.686	2.001	.159	.009
VSeverity * Gender	.501	1	.501	.594	.442	.003
PSeverity * Consistency	5.375	1	5.375	6.378	.012	.029
PSeverity * GameImport	.092	1	.092	.109	.742	.001
PSeverity * Gender	1.712	1	1.712	2.031	.156	.010
Consistency * GameImport	.074	1	.074	.088	.767	.000
Consistency * Gender	16.416	1	16.416	19.480	.000	.085
GameImport * Gender	.539	1	.539	.639	.425	.003
VSeverity * PSeverity * Consistency	1.309	1	1.309	1.554	.214	.007
VSeverity * PSeverity * GameImport	3.315	1	3.315	3.934	.049	.018
VSeverity * PSeverity * Gender	3.921	1	3.921	4.653	.032	.022
VSeverity * Consistency * GameImport	1.301	1	1.301	1.544	.215	.007
VSeverity * Consistency * Gender	.017	1	.017	.020	.887	.000
VSeverity * GameImport * Gender	3.616	1	3.616	4.290	.040	.020
PSeverity * Consistency * GameImport	.485	1	.485	.576	.449	.003
PSeverity * Consistency * Gender	1.862	1	1.862	2.209	.139	.010
PSeverity * GameImport * Gender	.000	1	.000	.000	.983	.000
Consistency * GameImport * Gender	.346	1	.346	.411	.522	.002
VSeverity * PSeverity * Consistency * GameImport	.190	1	.190	.225	.636	.001
VSeverity * PSeverity * Consistency * Gender	.154	1	.154	.183	.670	.001
VSeverity * PSeverity * GameImport * Gender	2.721	1	2.721	3.228	.074	.015
VSeverity * Consistency * GameImport * Gender	1.353	1	1.353	1.606	.206	.008
PSeverity * Consistency * GameImport * Gender	1.032	1	1.032	1.225	.270	.006
VSeverity * PSeverity * Consistency * GameImport * Gender	.000	0	.	.	.	.000
Error	176.970	210	.843			
Total	3193.000	241				
Corrected Total	530.755	240				

a. R Squared = .667 (Adjusted R Squared = .619)

Table 2

Tests of Between-Subjects Effects

Dependent Variable: In terms of fairness to the rest of the team, the disciplinary action was fair.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	405.233[a]	30	13.508	16.256	.000	.699
Intercept	998.329	1	998.329	1201.419	.000	.851
VSeverity	.006	1	.006	.007	.931	.000
PSeverity	.016	1	.016	.019	.890	.000
Consistency	135.748	1	135.748	163.364	.000	.438
GameImport	.679	1	.679	.817	.367	.004
Gender	1.050	1	1.050	1.264	.262	.006
VSeverity * PSeverity	.001	1	.001	.001	.971	.000
VSeverity * Consistency	.798	1	.798	.960	.328	.005
VSeverity * GameImport	.368	1	.368	.443	.506	.002
VSeverity * Gender	3.373E-5	1	3.373E-5	.000	.995	.000
PSeverity * Consistency	1.397	1	1.397	1.681	.196	.008
PSeverity * GameImport	.558	1	.558	.672	.413	.003
PSeverity * Gender	.378	1	.378	.455	.501	.002
Consistency * GameImport	7.933	1	7.933	9.546	.002	.043
Consistency * Gender	9.124	1	9.124	10.980	.001	.050
GameImport * Gender	.666	1	.666	.801	.372	.004
VSeverity * PSeverity * Consistency	.016	1	.016	.019	.891	.000
VSeverity * PSeverity * GameImport	.922	1	.922	1.109	.293	.005
VSeverity * PSeverity * Gender	1.376	1	1.376	1.656	.200	.008
VSeverity * Consistency * GameImport	.388	1	.388	.467	.495	.002
VSeverity * Consistency * Gender	.007	1	.007	.008	.928	.000
VSeverity * GameImport * Gender	4.710	1	4.710	5.668	.018	.026
PSeverity * Consistency * GameImport	.143	1	.143	.172	.679	.001
PSeverity * Consistency * Gender	.027	1	.027	.032	.858	.000
PSeverity * GameImport * Gender	.080	1	.080	.096	.757	.000
Consistency * GameImport * Gender	.505	1	.505	.607	.437	.003
VSeverity * PSeverity * Consistency * GameImport	1.108	1	1.108	1.333	.250	.006
VSeverity * PSeverity * Consistency * Gender	.191	1	.191	.230	.632	.001
VSeverity * PSeverity * GameImport * Gender	.237	1	.237	.285	.594	.001
VSeverity * Consistency * GameImport * Gender	.182	1	.182	.219	.640	.001
PSeverity * Consistency * GameImport * Gender	.617	1	.617	.743	.390	.004
VSeverity * PSeverity * Consistency * GameImport * Gender	.000	0	.	.	.	.000
Error	174.501	210	.831			
Total	2797.000	241				
Corrected Total	579.734	240				

a. R Squared = .699 (Adjusted R Squared = .656)

Table 3

Tests of Between-Subjects Effects

Dependent Variable: The discipline in this situation is likely to deter future misconduct by the athlete who committee...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	259.865[a]	30	8.662	6.630	.000	.488
Intercept	1123.566	1	1123.566	859.951	.000	.804
VSeverity	5.055	1	5.055	3.869	.051	.018
PSeverity	1.624	1	1.624	1.243	.266	.006
Consistency	76.159	1	76.159	58.290	.000	.218
GameImport	.926	1	.926	.709	.401	.003
Gender	.019	1	.019	.014	.904	.000
VSeverity * PSeverity	.252	1	.252	.193	.661	.001
VSeverity * Consistency	.053	1	.053	.041	.841	.000
VSeverity * GameImport	3.209	1	3.209	2.456	.119	.012
VSeverity * Gender	.952	1	.952	.728	.394	.003
PSeverity * Consistency	.050	1	.050	.038	.846	.000
PSeverity * GameImport	2.639	1	2.639	2.020	.157	.010
PSeverity * Gender	.078	1	.078	.060	.807	.000
Consistency * GameImport	.108	1	.108	.083	.774	.000
Consistency * Gender	8.598	1	8.598	6.581	.011	.031
GameImport * Gender	.000	1	.000	.000	.990	.000
VSeverity * PSeverity * Consistency	3.220	1	3.220	2.465	.118	.012
VSeverity * PSeverity * GameImport	1.835	1	1.835	1.404	.237	.007
VSeverity * PSeverity * Gender	.215	1	.215	.165	.685	.001
VSeverity * Consistency * GameImport	1.916	1	1.916	1.466	.227	.007
VSeverity * Consistency * Gender	.100	1	.100	.076	.783	.000
VSeverity * GameImport * Gender	5.767	1	5.767	4.414	.037	.021
PSeverity * Consistency * GameImport	.567	1	.567	.434	.511	.002
PSeverity * Consistency * Gender	.317	1	.317	.243	.623	.001
PSeverity * GameImport * Gender	.187	1	.187	.143	.706	.001
Consistency * GameImport * Gender	.100	1	.100	.077	.782	.000
VSeverity * PSeverity * Consistency * GameImport	5.409E-5	1	5.409E-5	.000	.995	.000
VSeverity * PSeverity * Consistency * Gender	2.128	1	2.128	1.629	.203	.008
VSeverity * PSeverity * GameImport * Gender	.237	1	.237	.181	.671	.001
VSeverity * Consistency * GameImport * Gender	1.569	1	1.569	1.201	.274	.006
PSeverity * Consistency * GameImport * Gender	1.191	1	1.191	.911	.341	.004
VSeverity * PSeverity * Consistency * GameImport * Gender	.000	0	.	.	.	.000
Error	273.068	209	1.307			
Total	3042.000	240				
Corrected Total	532.933	239				

a. R Squared = .488 (Adjusted R Squared = .414)

Table 4

Tests of Between-Subjects Effects

Dependent Variable: The disciplinary action in this situation is likely to deter future misconduct by other players on...

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	284.323[a]	30	9.477	7.675	.000	.524
Intercept	1162.206	1	1162.206	941.213	.000	.818
VSeverity	5.069	1	5.069	4.105	.044	.019
PSeverity	3.929	1	3.929	3.182	.076	.015
Consistency	81.335	1	81.335	65.869	.000	.240
GameImport	.258	1	.258	.209	.648	.001
Gender	.263	1	.263	.213	.645	.001
VSeverity * PSeverity	.433	1	.433	.351	.554	.002
VSeverity * Consistency	1.149	1	1.149	.931	.336	.004
VSeverity * GameImport	8.295	1	8.295	6.718	.010	.031
VSeverity * Gender	.534	1	.534	.432	.512	.002
PSeverity * Consistency	1.714	1	1.714	1.388	.240	.007
PSeverity * GameImport	.260	1	.260	.210	.647	.001
PSeverity * Gender	.145	1	.145	.118	.732	.001
Consistency * GameImport	.042	1	.042	.034	.853	.000
Consistency * Gender	6.581	1	6.581	5.329	.022	.025
GameImport * Gender	.868	1	.868	.703	.403	.003
VSeverity * PSeverity * Consistency	2.287	1	2.287	1.852	.175	.009
VSeverity * PSeverity * GameImport	2.984	1	2.984	2.417	.122	.011
VSeverity * PSeverity * Gender	.137	1	.137	.111	.740	.001
VSeverity * Consistency * GameImport	1.818	1	1.818	1.472	.226	.007
VSeverity * Consistency * Gender	.012	1	.012	.010	.921	.000
VSeverity * GameImport * Gender	10.263	1	10.263	8.311	.004	.038
PSeverity * Consistency * GameImport	.031	1	.031	.025	.875	.000
PSeverity * Consistency * Gender	.443	1	.443	.359	.550	.002
PSeverity * GameImport * Gender	.021	1	.021	.017	.896	.000
Consistency * GameImport * Gender	.030	1	.030	.024	.876	.000
VSeverity * PSeverity * Consistency * GameImport	.031	1	.031	.025	.875	.000
VSeverity * PSeverity * Consistency * Gender	.554	1	.554	.449	.504	.002
VSeverity * PSeverity * GameImport * Gender	.942	1	.942	.763	.383	.004
VSeverity * Consistency * GameImport * Gender	1.542	1	1.542	1.249	.265	.006
PSeverity * Consistency * GameImport * Gender	1.169	1	1.169	.947	.332	.005
VSeverity * PSeverity * Consistency * GameImport * Gender	.000	0	.	.	.	.000
Error	258.072	209	1.235			
Total	3045.000	240				
Corrected Total	542.396	239				

a. R Squared = .524 (Adjusted R Squared = .456)